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Title: Challenges in the Employee Knowledge Transfer Lifecycle: A Knowledge Management Perspective

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Challenges in the Employee Knowledge Transfer Lifecycle

A Knowledge Management Perspective

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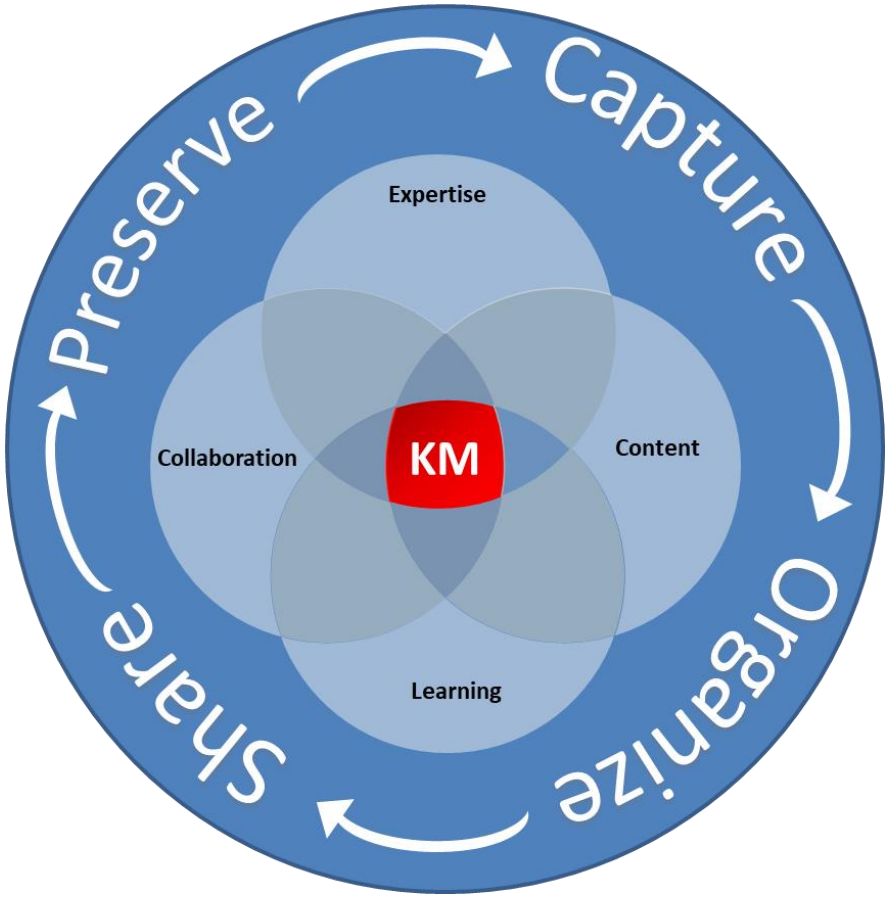
Collaboration Proposal Overview

Content Discussion:

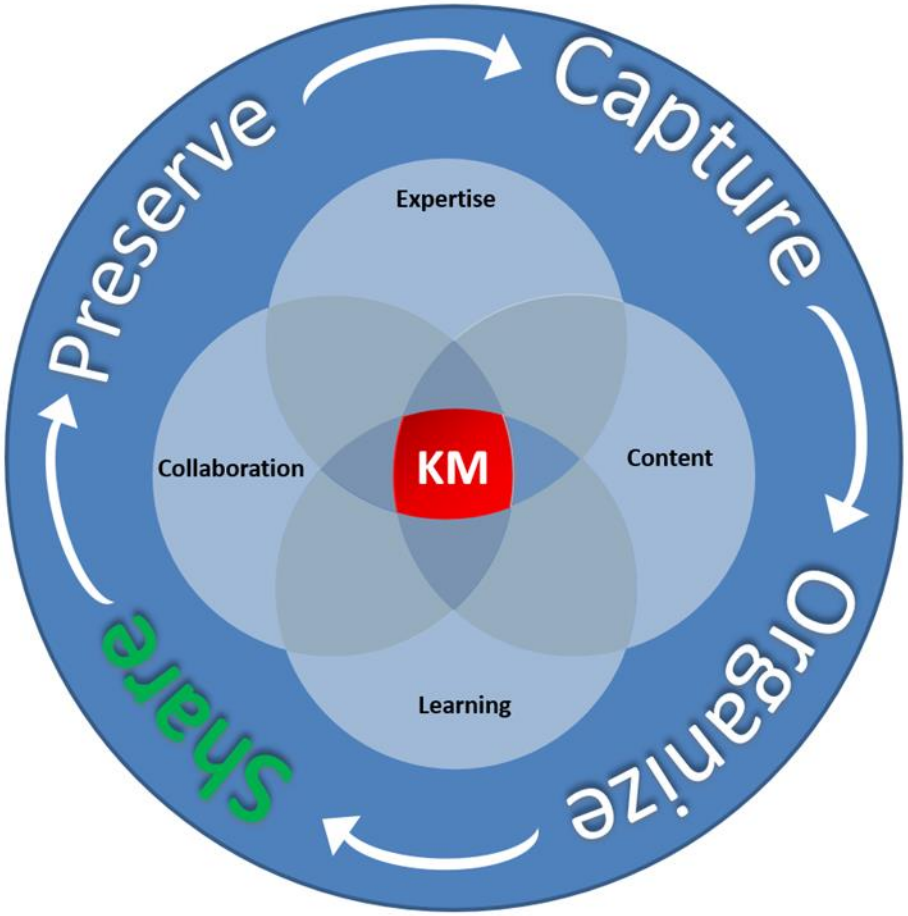
- Knowledge Management Overview
- The Knowledge Transfer Employee Lifecycle
- Challenges
- Knowledge Management Impact
- Discussion

Knowledge Management Overview



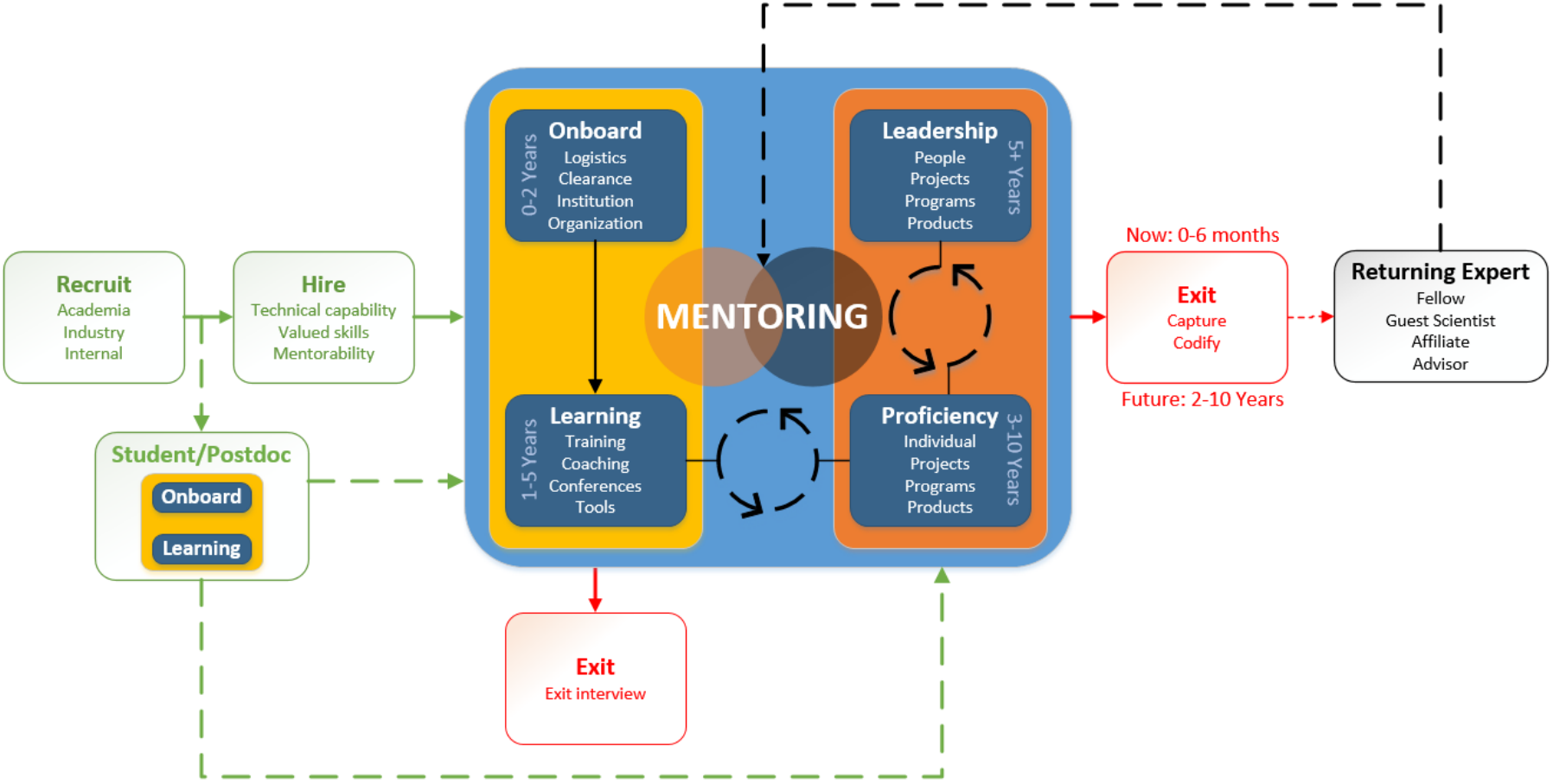
Knowledge Management integrates four knowledge elements and the activities needed to support those elements.

Reviewing the Employee Knowledge Sharing/Transfer Lifecycle will highlight some challenges LANL faces and where KM can help

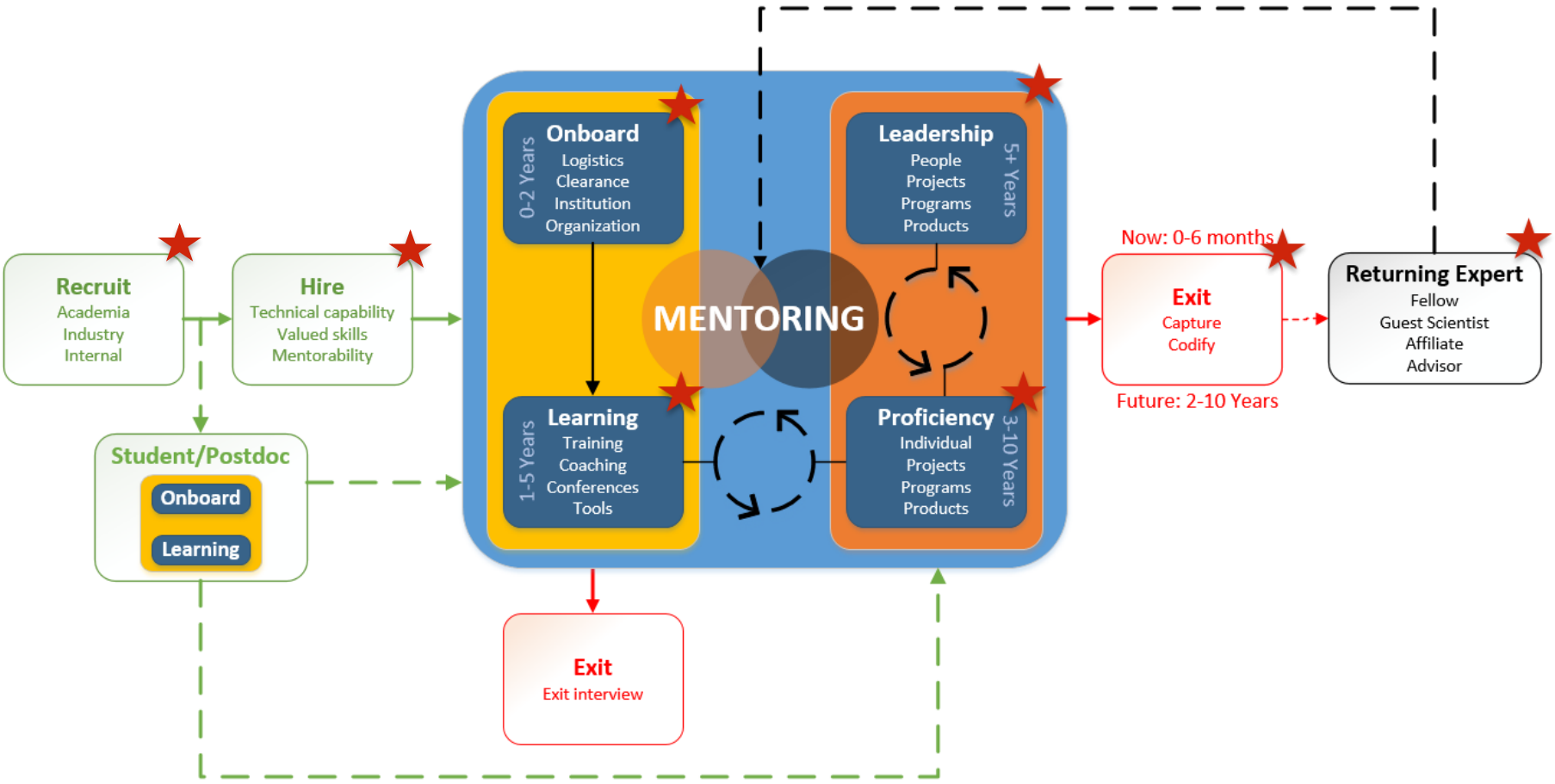


Knowledge sharing/transfer focuses getting the right information to the right people at the right point in the lifecycle to maximize professional growth (employee) and mission execution (organization).

Employee Knowledge Transfer Lifecycle



Challenges in the Lifecycle



Challenges: Recruiting

CURRENT STATE

- **Location is remote. Pipelines are variable.**
- **Salary/benefits/work shift options are sub-par.**
- **Expectations not clearly understood or communicated**
  - Roles and responsibilities
  - Scope/tasks
  - Time to proficiency
  - Resources, mentorship, and training (until post-hire)

DESIRED STATE

- **Establishing *reliable* pipelines locally and externally**
- **Competitive with industry**
  - Google/Amazon
  - 4/10s
- **Expectations clearly *documented,* communicated and dynamic**
  - Roles and responsibilities
  - Scope/tasks
  - Time to proficiency
  - Resources, mentorship, and training (until post-hire)

Challenges: Hiring

CURRENT STATE

- **Mass hiring, job descriptions vague.**
- **Hiring process is slow.**
- **Focusing on academic area and grade point average.**
  - Technical only
  - No pre-screening
  - Limited behavioral focus
  - Hiring internally based on clearance status

DESIRED STATE

- **More accurate job descriptions; job well understood upfront.**
- **Active recruiting and on-the-spot offers.**
- **Valuing relevant work experience as much as academic achievements.**
  - Both Technical and Administrative areas
  - Pre-screening enabled (academic, behavioral)
  - Work samples mandatory at interview
  - Expedited clearance/HRP processing

Challenges: Onboarding

CURRENT STATE

- Everyone has their own onboarding checklist and does it their own way.
- Hiring organization is responsible for office set-up and initial meet n'greet.
- No formal job-specific orientation or indoctrination.

DESIRED STATE

- Unified approach where the institution keeps new hires for 2 weeks and edifies them on lab history.
- Human Resources to take on a more hands on role with "Navigator" approach.
- Unified approach where the hiring organization provides the same orientation and indoctrination to workers.

Challenges: Learning

CURRENT STATE

- **Compliance driven. "We only train on what's required."**
- **Check the box. "I only have to do this list of training; nothing more."**
- **Continuing training/education is non-existent.**

DESIRED STATE

- **Writing training to the "should's." Much of our policies/orders suggest more that we can do.**
- **Designing programs to align with HR job title leveling. Inspire individuals to strive for the next level.**
- **Educational opportunities:**
  - "Plutonium University"
    - (e.g.) M.S. Pu Science & Technology
    - (e.g.) A.A.S. SNM Processing & Handling
  - NW Design Advanced Learning program
  - M.S. Engineering

Challenges: Proficiency

CURRENT STATE

- No standards for proficiency accountability.
- No defined frequency.

DESIRED STATE

- Formal processes/forms for documenting proficiency. Defined R2A2s for mentorship roles.
- Programs established to perpetuate quality knowledge preservation, capture and transfer.

Challenges: Leadership

CURRENT STATE

- **Leadership not well defined and supported, line-manager roles vs. functional leadership roles**
  - First Line Manager vs. FMH Supervisor
  - Team Leader vs. ESH Coordinator
- **Leadership and management learning programs fluctuate greatly over time.**
- **Limited/ad hoc mission-specific program/project management learning opportunities**

DESIRED STATE

- **Define roles, align accordingly, and incorporate learning opportunities for leaders in all roles/functions**
- **Institutional investment in *consistent* leader/manager learning and continuing education**
- **Establish mission-specific PM education program for broad technical orientation (all mission staff) and program/ project specific leaders and contributors**

Challenges: Exit

CURRENT STATE

- **Capturing knowledge upon exit is inadequate**
  - Impossible to summarize a career
  - Tendency is to capture the “easy” stuff
  - Few tools and methods to capture knowledge other than video
- **Difficult to plan for exit activities; often with only 2 weeks notice**
- **The black hole effect - Captured knowledge gets stored locally, is not searchable, and not packaged for transfer**

DESIRED STATE

- **Capture is done as a regular part of business practices; tools and systems are in place to codify *unique* weapons knowledge at the point of execution**
- **Automate notification of intent to exit and related knowledge capture activities**
- **Programs, tools, and resources are available to workers for clear access to codified knowledge (documents and media)**

Challenges: Returning Expert

CURRENT STATE

- Limited in certain weapons mission organizations
- Often returning experts fully tasked with work scope and not leveraged for knowledge management activities

DESIRED STATE

- Ease of maintenance of facility access requirements; effective processes for maintaining clearances
- Returning expert program implements requirements at the line and program level to participate in knowledge transfer activities

Effective Knowledge Management can provide support and solutions for many of the challenges we face

- Recruiting
  - Establishing reliable pipelines locally and externally
- Hiring
  - More accurate job descriptions; job well understood upfront
- Onboarding
  - Unified approach where the institution keeps new hires for 2 weeks and edifies them on lab history
  - Unified approach where the hiring organization provides the same orientation to workers
- Learning
  - Educational opportunities:
  - “Plutonium University”
    - (e.g.) M.S. Pu Science & Technology
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  - NW Design Advanced Learning program
  - M.S. Engineering

- Proficiency
  - Programs established to perpetuate quality knowledge preservation, capture and transfer
- Leadership
  - Establish *mission-specific* PM education program for broad technical orientation (all mission staff) and program/ project specific leaders and contributors
- Exit
  - Capture is done as a regular part of business practices; tools and systems are in place to codify *unique* weapons knowledge at the point of execution
  - Programs, tools, and resources are available to workers for clear access to codified knowledge (documents and media)
- Returning Experts
  - Returning expert program implements requirements at the line and program level to participate in knowledge transfer activities

Discussion and POCs

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